



Special Education Director Call

September 19, 2017

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Staff Updates

- Thank you for your service!
 - Merle Doolittle – retired in July after working for DOE for 13 years. We appreciate everything she did to keep us running smoothly.
 - Ambrea Sikes – has moved back to TN. We appreciate the work she did on the SSIP.

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Staff Updates

- Welcome Rebecca Deighton
 - Secretary for Special Ed and Birth to Three Programs
 - Rebecca.Deighton@state.sd.us
 - 605-773-3678



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Staff Updates

- Temporary coverage for Ambrea's position:
 - Region 5– Jamie
 - Region 6– Beth
 - CEIS state applications and federal collection – Elizabeth
 - Disproportionality – Melissa and Angel
 - Rtl – Becky
 - SSIP - Linda

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Staff Updates

- State certified special education staff and paraprofessionals
 - General questions should be directed to Certification at certification@state.sd.us or 773-3426
 - Elizabeth Jehangiri will serve as the Special Ed Rep to collaborate with certification on Special Ed related questions and federal reporting

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TIP OF THE MONTH

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Preschool Inclusion: Did You Know??

1. Studies have shown that individualized evidence-based strategies for children with disabilities can be implemented successfully in inclusive early childhood programs.
2. Children with disabilities, including those with the most significant disabilities and the highest needs, can make significant developmental and learning progress in inclusive settings.
3. Some studies have shown that children with disabilities in inclusive settings experienced greater cognitive and communication development than children with disabilities who were in separate settings, with this being particularly apparent among children with more significant disabilities.
4. Studies have shown that children with disabilities who spend more time in general education classes tend to be absent fewer days from school and have higher test scores in reading and math than those who spend less time in general education classes.

[Policy Statement on Inclusion of Children with Disabilities in Early
https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf](https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf)

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Early Childhood Inclusion: Is Your Program Ready?

Support your staff by helping them build confidence and awareness on the needs of their children with disabilities.

- Check out this NAEYC article, which includes an easy to administer “Preschool and Kindergarten Inclusion Readiness Checklist” with tips and ideas.

<https://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf>

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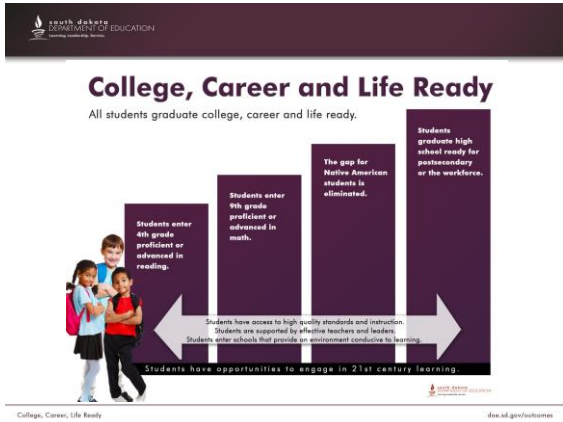
All Students Graduate College, Career and Life Ready

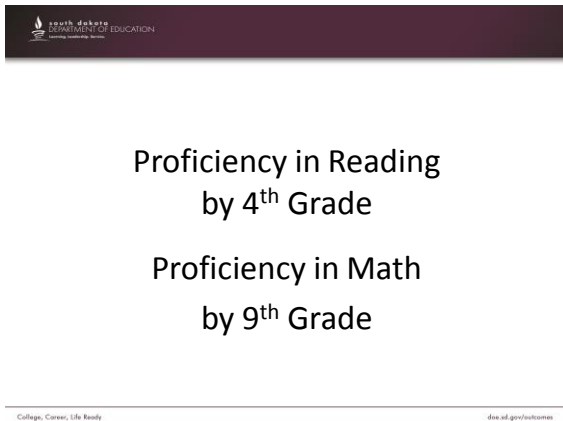
-DOE Aspiration

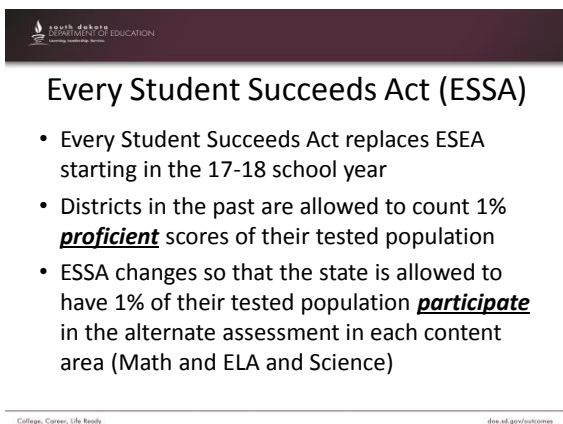
Students Graduate high school ready for post-secondary education or the workforce.

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If state exceeds 1%, then

- 2016-2017, South Dakota tested 1.34% of students on the alternate assessment.
- South Dakota anticipates over 1% tested in 17-18
- Waiver will be submitted 90 days prior to the testing window.
- State must require...

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New: 1% Statewide Participation

District requirements

- Districts use the criteria for alternate assessment participation.
- If district has more than 1% participation, then they will need to submit justification to the state. It will be publicly reported.
- State will work with districts to monitor and evaluate and, if necessary, assist in reducing numbers.

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Identification of Alt Assessment Students

- IEP team decision based on documented evidence
 - Student has a significant cognitive disability
 - The student is learning content linked to States Content Standards via Core Content Connectors (CCC)
 - The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age- appropriate curriculum

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Significant Cognitive Students

Updated URLs for Instruction and Alternate Assessment

- <http://doe.sd.gov/oess/instructionalSCD.aspx>
 - NCSC: Wiki, Home and Resources Pages
 - Provide ELA and Math Content Standards with Core Content Connectors (CCCs)
 - Instructional Resources
 - Classroom Solutions
 - Documents, presentations, and other resources
 - (New) Science Content Standards with Core Content Connectors (CCCs)
- ★ Alternate Assessment Participation Guidelines (Updated) and IEP team decision worksheets
- Useful Links and Documents

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Alternate Assessment

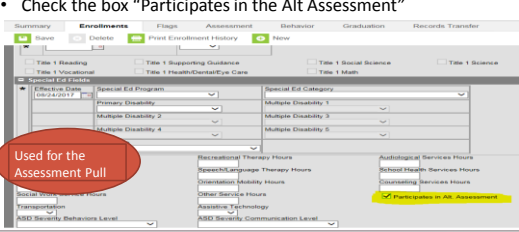
Updated URL:

- <http://doe.sd.gov/assessment/alternate.aspx>
 - Alternate Assessment Participation Guidelines and IEP team decision worksheets
 - ELA and Math Alternate Assessment (MSAA) Links
 - Science Alternate Assessment (SDSA-Alt) Documents and Links
 - Other Useful Links and Documents

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If Yes, student will take the Alt.

- Staff notify the campus person.
- Campus person will go the enrollment tab.
- Check the box “Participates in the Alt Assessment”



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MSAA Reports

- MSAA student and school reports are no longer available online. For assistance in accessing reports, contact Melissa Flor, Melissa.flor@state.sd.us.
- The individual student report is structured as a parent letter so there is no need for an additional parent letter.
- Please contact Melissa.Flor@state.sd.us or 605-773-6119 if you need assistance.
- Note: Science-Alt student reports will be available late Fall.

Standards Based IEP Goals Using IEPq

- The term standards-based IEP is used to describe a process and document that is framed by the state standards and that contains annual goals aligned with, and chosen to facilitate the student's achievement of, state grade-level academic standards.
 - A standards-based IEP does not contain goals that are restating the standards;
 - using the standards alone to determine goals; and
 - doesn't assume that every student will work only on grade-level content.

Standards Based IEP Goals Using IEPq

- The IEPq program allows you to align your IEP goals with South Dakota standards.
- In addition, the IEPq program assists you in ensuring that your IEP goals contain the essential elements of condition, criteria and performance.
- The IEP q program has teacher, parent and student input forms within the program.
- You can also utilize the IEPq program to develop skill based assessments.



Standards Based IEP Goals Using IEPq

- The IEPq program is provided to teachers working in schools districts in South Dakota at no charge to the teacher or school district.
- If you are interested in utilizing the IEPq program, please contact:
Melissa.Flor@state.sd.us



<https://sd.iepq.org/>

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Accommodation Update

- UAAG – Usability, Accessibility, and Accommodation Guidelines – updated
- Accommodation Summary – one page document outlining assessment accommodations



<http://doe.sd.gov/octe/SMARTERbalanced.aspx#supports>

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Accommodations for Districtwide Assessments

- Depends on the purpose of the assessment
 - If to assessment reading ability – accommodations may not be appropriate
 - If to assessment content knowledge – accommodations may be appropriate
 - If working with a vendor (or off the shelf product) check with vendor to make sure accommodations are appropriate
 - Ultimately – a district and/or IEP team decision

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PPWN/Consent Considerations for Early Childhood

If Developmental Delay is not a suspected disability category, where, on the PPWN/Consent for Evaluation, should we mark that the Battelle is being given for state reporting purposes only?

- a. If you are only using the BDI2 for progress monitoring, do not check "Developmental" on the front page of the Consent for Evaluation. Document it under letter "C" and state "BDI2 will be given progress monitoring **only**."
- b. If "Developmental" is marked, you must test in all areas and complete skill based in all areas.

Do we check "Developmental" on the PPWN/Consent for Evaluation when a child is transitioning from Part C and receiving speech language services only?

- a. No. On the PPWN/Consent for Evaluation, you only check the areas for which there is a suspected disability. If DD is not a concern, do not mark it. If you do mark it, then you must test in all areas and complete skill based in all areas.

Do we check "Developmental" on the PPWN/Consent for Evaluation when a child is exiting Part B 3-5 or turning 6?

- a. No. Document under section "C" that the BDI2 is being given for progress monitoring only.

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Effective Teachers and Leaders


Students are supported by effective teachers and leaders.

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October is Dyslexia Awareness Month

Ideas to promote dyslexia Awareness

1. Post signs around your school/town
2. Put an article in the school/local newspaper
3. Do a book study on dyslexia
4. Attend the Literacy for All conference



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International Dyslexia Association-Upper Midwest Branch

- Literacy for All-Understanding Language, Learning, and Dyslexia
 - Wednesday, October 4, 2017
 - 8:00am-5:00pm
 - Sioux Falls Convention Center
 - Register online at: www.SDSLHA.org
- Or
- visit the dyslexia page or the Gosignme up site on the DOE website for more information <http://doe.sd.gov/Dyslexia>

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Explicit Instruction for Administrators

- October 25-Rapid City
 - October 26 Sioux Falls
- Help support teachers to engage the disengaged
1. Identify essential components of Explicit Instruction
 2. Show how these components can impact achievement for struggling students
 3. Provide strategies to strengthen every teacher's practice
 4. Provide background on Anita Archer's research
- Gosignmeup to register
- Contact Becky Cain at rebecca.cain@state.sd.us for more information

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School Climate

Students enter schools that are provide
an environment conducive to learning.

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Indicator 4 Corrections

- Emails have been sent out to sped directors with necessary corrections
- Please have corrections submitted by September 26
- Any questions please call Becky at 280-3568

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September Behavior Tip

- Write processing time into the IEP/Behavior Impedes Learning section or behavior plan
 - Not always the student who needs the break
- When Suzie becomes frustrated with a staff request, staff should allow her to calm down by walking away and letting her process for up to 10 minutes. When Suzie is ready to complete the task she will gain staff attention appropriately.

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Processing Time cont....

- You will need to teach this to the student...
- And staff
- Reinforce when student completes requested task
- Reinforce staff too!

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DATA

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South Dakota's IDEA Part B Determination

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South Dakota's Determination

- Based on the APR submitted in February 2017
- Data set is from FFY 15 (15-16 school year) except lag indicators which are FFY 14 (14-15 school year)
 - South Dakota received :
 - 17 out of 18 points for Compliance for a score of 94.44%
 - 18 out of 24 points for Results for a score of 75%
 - The scores are averaged to yield the final percent and determination of
 - **84.72% - Meets Requirements** (Average of at least 80%)
(Last year - 85% - Meets Requirements)

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APR Compliance Indicators

- Indicator 4B: Suspension/Expulsion by Race/Ethnicity
- Indicator 9: Disproportionate Representations
- Indicator 10: Disproportionate Representations in Specific Eligibility Categories
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition – **82.02%**
 - FFY13 – 86.19%, FFY14 – 85.28% - continued decrease in compliance

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APR Compliance Indicators

- Other Factors
 - Timely and accurate state-reported data
 - Timely State Complaint Decisions
 - Timely Due Process Hearing Decisions (NA for SD in 2017)
 - Not Applicable (N/A), if the State's data reflect less than 100% compliance, and there were fewer than ten State complaint decisions or ten due process hearing decisions.
 - Long – Standing Noncompliance

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2017 Part B Compliance Matrix

Part B Compliance Indicators	2015 Performance	2015 Score	2016 Performance	2016 Score	2017 Performance	2017 Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.00%	2	0.00%	2	0.00%	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	2	0.00%	2	0.00%	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	2	0.00%	2	0.00%	2
Indicator 11: Timely initial evaluation	99.86%	2	99.84%	2	99.85%	2
Indicator 12: IEP developed and implemented by third birthday	99.23%	2	99.76%	2	99.54%	2
Indicator 13: Secondary transition	86.19%	1	85.28%	1	82.02%	1
Timely and Accurate State-Reported Data	95.45%	2	100.00%	2	97.73%	2
Timely State Complaint Decisions	100.00%	2	100.00%	2	100.00%	2
Timely Due Process Hearing Decisions	100.00%	2	100.00%	2	NA	NA
Longstanding Noncompliance		2		2		2
Special Conditions	None		None		None	
Uncorrected identified noncompliance	None		None		None	

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APR Results Indicators

- Indicator 1: Graduation
- Indicator 2: Dropout
- Indicator 3: Statewide Assessment
- Indicator 4A: Suspension/Expulsion
- Indicator 5: Educational Environments
- Indicator 6: Preschool Environments
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement
- Indicator 14: Post-School Outcomes

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2017 Part B Results Matrix

- The Results Matrix reflects the following data:
 - Statewide and NAEP assessment in reading and math at 4th and 8th grade calculated separately:
 - The percentage of SWD participating in regular Statewide assessments;
 - The percentage of SWD scoring at basic or above on the NAEP;
 - The percentage of SWD included in NAEP testing;
 - The percentage of SWD exiting school by graduating with a regular high school diploma.
 - The percentage of SWD exiting school by dropping out; and

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APR Indicators

- Unlike Compliance Indicators, loose connection in results determination to Results Indicators:
- Graduation
 - Data is based on Special Ed federal exiting data for 14-15.
 - Students exiting special education age 14-21 that year
 - Indicator 1 uses the same calculation as ESEA accountability, reflects a four year cohort
- Dropout
 - Data is based on Special Ed federal exiting data for 14-15.
 - Students exiting special education age 14-21 that year
 - Indicator 2 uses the same calculation as ESEA accountability, reflects a four year cohort

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APR Indicators

- Statewide Assessment
 - Results for 4th and 8th grade participation based on students with disabilities participating in the general assessment (*those on alternate and not tested count not included*)
 - Not included: Results for 4th and 8th grade proficiency on regular statewide assessment.
- NAEP
 - Results for 4th and 8th grade participation and proficiency
 - Based on NAEP are from 14-15 school year due to NAEP being administered every other year
 - NAEP was administered in 16-17 so any changes in data will be reflected in the 2018 determination

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2017 Part B Results Matrix

- Scoring (some based on rank ordering)

Results Elements	RDA Scores		
	0	1	2
Participation Rate of 4th and 8th Grade SWD on Regular Statewide Assessments (reading and math, separately)	<=80	80-89	>=90
Percentage of 4th grade SWD scoring Basic or above on reading NAEP	<=24	25-31	>=32
Percentage of 8th grade SWD scoring Basic or above on reading NAEP	<=26	27-35	>=36
Percentage of 4th grade SWD scoring Basic or above on math NAEP	<=45	46-54	>=55
Percentage of 8th grade SWD scoring Basic or above on math NAEP	<=23	24-28	>=29
Percentage of SWD Exiting School by Graduating with a Regular High School Diploma	<=64	65-76	>=77
Percentage of SWD Exiting School by Dropping Out	>=25	24-15	<=14
Percentage of 4th and 8th Grade SWD included in NAEP testing (reading or math): 1 point if	0 points if less than 85%	>=NAGB goal of 85%	

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2017 Part B Results Matrix

Reading Assessment Elements	2015 Performance	2015 Score	2016 Performance	2016 Score	2017 Performance	2017 Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	89.00%	1	91.78%	2	90.00%	2
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	85.00%	1	87.39%	1	89.00%	1
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	30.00%	2	29.00%	1	29.00%	1
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	87.00%	1	86.00%	1	86.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	35.00%	1	35.00%	1	35.00%	1
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	78.00%	0	88.00%	1	88.00%	1

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2017 Part B Results Matrix

Math Assessment Elements	2015 Performance	2015 Score	2016 Performance	2016 Score	2017 Performance	2017 Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	90.00%	2	91.83%	2	90.00%	2
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	85.00%	1	87.55%	1	89.00%	1
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	59.00%	2	56.00%	2	56.00%	2
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	91.00%	1	94.00%	1	94.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	26.00%	0	33.00%	2	33.00%	2
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	89.00%	1	88.00%	1	88.00%	1

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2017 Part B Results Matrix

Exiting Data Elements	2015 Performance	2015 Score	2016 Performance	2016 Score	2017 Performance	2017 Score
Percentage of Children with Disabilities who Dropped Out	23.00%	0	21.00%	1	23.00%	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma	67.00%	1	76.00%	1	73.00%	1

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Area of Improvement

- Increase in the number of students with disabilities participating in Smarter Balanced in 8th grade.

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Areas to Improve

- Graduation (decreased) and dropout (increased), SD ranks in the middle third in comparison to all states.
- Appropriate measurable postsecondary goals on IEPs for youth 16 and older has continued to decline. This is reviewed during on-site reviews. Districts should work with their [TSLP](#) liaison prior to on-site reviews to ensure compliance.

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Areas to Improve

- Participation rate in the SBAC assessment by students with disabilities in 4th grade decreased. Participation on SBAC should increase in all grades by reducing the number of students being tested on the MSAA. Under ESSA, states are capped at 1% participation in the alternate assessment.

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District Data Reports

- Districts data has been released and districts can see how they are performing compared to state targets.
- <http://www.doe.sd.gov/oess/sped-SPP.aspx>

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CLARIFICATION:

How to Report In-State Transfers For Indicator 11

Transfers With-in-State

Step 1: Determine if student meets SD eligibility

- If yes, move to the IEP (Keep eligibility doc in students file). If no additional evaluations are needed, **do not** report on Indicator 11
- If no, conduct an evaluation starting with a PPWN Consent
 - This will require an Initial Consent for Special Education and Related Services to be signed
 - If the team determines additional evaluations are needed in order to support SD eligibility rules, the student **must** be reported on Indicator 11. However, if the district decides they just need more information to better serve the student or that there are additional concerns needing to be addressed (the student did originally qualify under SD rules) they would not report on Indicator 11.

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Reporting Indicator 11

Report Students if:

- Permission is received (*even if the student moves during the testing window OR testing couldn't be completed so some other reason*)
- Students evaluated by outside evaluators
- Students who moved during the evaluation process
- Students who move into your district from another district or State who need additional evaluations to determine S.D. eligibility

Do Not Report Students if:

- Three year re-evaluations for continued eligibility.
- Students evaluated to add related services that are currently in special education.
- Initial referrals for Birth to 3 services.
- Students moving from another district or state who **do not** require additional evaluations to determine SD eligibility (if the district decides they just need more information to better serve the student or that there are additional concerns needing to be addressed DO NOT report on Ind 11)
- Permission is not obtained

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Reporting Indicator 12

Report Students if:

- A student received Part C services and is being evaluated to determine continued eligibility into Part B.
- Students whose birthday and/or eligibility meeting occurred between July 1st, 2017 and June 30th, 2018. Birthdates may fall outside of reporting period in some cases.
- Students evaluated by outside evaluators.
- Students who moved during the evaluation process.
- Students who move into your district from another district or State who need additional evaluations to determine SD eligibility

Do Not Report Students if:

- It is an initial referrals for Birth to 3 services.
- If it is an initial referrals for Part B services for students age 3-21 (student did not receive B-3 Services).
- Students moving from another district or state who **do not** require additional evaluations to determine SD eligibility
- Permission is not obtained

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Indicator 11 and 12

Things to Consider When Calculating the 25-Day Timeline

What Days Should Be Included?

- The date a district staff member receives the signed permission **in-hand** is considered **day one**. This may include during parent teacher conferences or even on a Saturday.
- Day 2** begins the following school day
- Only days in which students are in attendance
- Any time a parent brings a child in for testing or when you meet a family to test the child
- Any make-up days

What Days Should Not be Included?

- Non academic days
- Snow days
- Vacation days
- Weekends
- Teacher workdays

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How to record students not completed during the fiscal year:

Permission Received	Eligibility Determined	Year Recorded for Indicator 12
Prior to July 1, 2016	Prior to July 1, 2016	2015-2016 (last year's report)
Prior to July 1, 2016	After July 1, 2016	2016-2017 (this year's report)
Prior to July 1, 2017	After July 1, 2017	2017-2018 (next year's report)

<http://www.doe.sd.gov/oess/sped-SPP.aspx>

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Indicator 14 – Appendix A

- 2017 exit data
- Due October 1
- Secured website (launchpad) - <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Contact Beth Schiltz with questions
 - Beth.Schiltz@state.sd.us
 - 605-773-4257






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Indicator 14 – Appendix A

- New district report to help you know if all student data has been entered
- District's Incomplete Appendix A Data

View	Name	
	Appendix B District Report	Shows all the totals for Appendix B data
	District Report	Will return all data for a district
	District Start Report	Returns a list of students enrolled for the district
	District's Incomplete Appendix A Data	Returns all the data for all the students in a district
	Individual Report by District	Returns all the data for all the students in a district

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ACCOUNTABILITY

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Why are we required to give the BDI2?

Why are states measuring outcomes for programs serving young children with disabilities?

Show Answer: In this age of accountability, policymakers are asking questions about the outcomes achieved through participation in programs supported by public funds. Judging the effectiveness of any program requires looking at results, not simply at the process of providing services. The Office of Special Education Programs (OSEP) in the U.S. Department of Education now requires states to report outcomes data for children and families served through Part C and Part B Preschool of the Individuals with Disabilities Education Act (IDEA) as part of their Annual Performance Report (APR). Many states have begun to use data on child and family outcomes in many different ways to improve their programs.

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Teacher or District sharing

- Governor's Award recognizes individuals and employers for their contributions to the rehabilitation and employment of South Dakotans with disabilities
- 2017 Governor's Award Ceremony will be Oct 3 at the noon luncheon
- Outstanding Transition Services Award –

Meri Erickson of Groton

- It is your time to shine: help us celebrate teacher and/or district accomplishments by letting your region rep know

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Next Sped Directors LiveMeeting

October 17, 2017

10:00am CST

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